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ABSTRACT

A collection analysis project (CAP) was conducted at the Wolfgram Memorial Library of Widener University (Pennsylvania) in 1983 in order to critically evaluate library collection development methods in relation to the present and anticipated needs of faculty and students. The project followed a model developed by the Association of Research Libraries (ARL). It was found that the collection was seriously below acceptable national standards and not meeting academic needs and that problems existed in library funding, material selection, allocation of funds, librarian/faculty communication, and library resource sharing. It was recommended that a collection development policy be formulated and implemented; adequate funding be obtained for special projects, regular operating allocations, and new information technology and services; librarian/faculty communication be formalized; a comprehensive collection assessment program be developed and initiated; goals be developed for closer cooperation among the three Widener libraries; and resource sharing with non-Widener libraries be reviewed. Following the summary findings and recommendations, interim reports are presented on the project's mission, goals, and objectives; environmental factors affecting collection development; the background and nature of Widener University; and the history of the Wolfgram Memorial Library's collection. Task Force reports listed in the table of contents are not included. (ESR)

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WOLFGRAM MEMORIAL LIBRARY
COLLECTION ANALYSIS PROJECT

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Widener University
Wolfgram Memorial Library

COLLECTION ANALYSIS PROJECT:
SUMMARY FINDINGS AND RECOMMENDATIONS

February 8, 1984

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WOLFGRAM MEMORIAL LIBRARY
COLLECTION ANALYSIS PROJECT

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INTRODUCTION

An academic library's collection is the result of decisions made by diverse individuals and groups over a period of years. More often than not, these past decisions in large measure determine the way in which a library currently develops its collection. The fundamental task of the Collection Analysis Project (CAP) has been to critically evaluate the methods by which collection development decisions are made for the Wolfgram Memorial Library against the present and anticipated needs of Widener University faculty and students. Summarized in this report are the final conclusions and recommendations of this effort.

The basic conceptual and methodological framework for the project has been provided by the Office of Management Studies, Association of Research Libraries (OMS/ARL) CAP program. CAP was developed in the late 1970's as a component of ARL's Academic Library Program for improving performance and effectiveness in libraries. It has been successfully employed by a number of academic libraries, both large and small.

The actual work was structured in two phases. The first, conducted from mid-January to mid-April 1983, involved investigations into the historical development of the Library's collection, its existing collection goals, and the general environmental factors affecting present and future collection development. These introductory studies provided data on general aspects of the Library's performance by asking the critical questions of "What has been? What is and what will be?" regarding the collection. The results of this initial phase of the study are summarized in the CAP Interim Report which was distributed to the University community in April 1983.

The second phase was begun in April and concluded in November 1983. During this time, specific decision-making methods were analyzed in four pertinent areas: (1) adequacy of the existing collection, (2) materials' funds allocation methods, (3) operating practices for selecting and acquiring materials, and (4) resource sharing arrangements and opportunities. Each of these areas was assigned to a task force composed of two to four Library staff members. The aim of each task force was to establish the facts upon which the Study Team's recommendations could rest. Summary reports of the four task forces as well as other supporting documentation are available from the Library Director.

The project has, of course, required concentrated effort on the part of many. The Study Team has been responsible for overall planning, implementation and review of the study's work. Every professional librarian and many Library support staff have contributed directly to every phase of the project. The Academic Support Services Committee of the University Council, along with individual faculty members, have provided direct assistance in evaluating the collection as well as sound advice on the overall conduct of CAP. University administrators have offered beneficial comments and review of earlier documents. Lastly, Duane Webster, Director of OMS, has more than ably served as a consultant throughout the project. In this role, he has provided the philosophical and organizational grist for keeping the project on course and rolling.

Most of the conclusions presented in this document are rather disturbing. Indeed, one of the paradoxes of CAP is that the intense work of the past twelve months is now merely a prelude to the even more difficult tasks ahead of designing and implementing actions for correcting

the problems uncovered during the project and, more importantly, for defining the kind of library collection which will be required by the University in the coming years.

In a recent long-range planning document, Provost Clifford Stewart has stated that planning a viable future for Widener University must begin with each of its departments and schools answering the critical questions: "What is our business? What should it be?" The findings and recommendations of CAP constitute in large part the Library's answers to these questions. They cannot, however, be divorced from the larger academic planning process of the University. In this sense, then, the findings and recommendations are an invitation to Widener faculty to join with the Library in answering Provost Stewart's challenge: What is the Library's business? What should it be, now and ten years hence?

The rapid rise of career-oriented programs, the introduction of graduate level instruction, and the expansion of non-traditional course offerings are all illustrative of siginificant transformations in the University's academic mission over the past decade. Each in turn has posed difficult challenges to the Library in answering the first question. The response to these challenges thus far has been incremental, only in small steps away from tradition. Factors influencing the future of the Library's collection make answering the second question difficult and complex. For example, electronic technologies are just now beginning to transform the very institutional foundations upon which libraries have been built. Clearly, no library will survive as a viable organization without these technologies. How might Widener best employ library technology? What are the costs? What is the proper balance between traditional media and electronic media in the collection? These questions are all typical of the

choices facing the University community with respect to defining the kind of library it desires and needs. In many instances, an incremental approach will not be sufficient for moving the Library toward what it should be.

The Study Team eagerly looks forward to continuing the momentum established during the course of the CAP study in addressing these issues. By working closely with University administration and faculty over the coming months, it is hoped that the problems and opportunities suggested by CAP will be fully explored, refined and defined for the benefit of the entire University.

SUMMARY FINDINGS

Is the Library's collection adequate for meeting the University's library needs? The facts uncovered during CAP clearly indicate the answer is no.

In its report on the Library, the 1978 Middle States Accreditation Committee concluded that:

> If Widener were a small liberal arts college with a stable program and homogeneous student population with a single campus, the present instructional support services might be considered adequate. Such is not the case. The Widener system is moving aggressively in a number of technological, medical, and social directions.

Regrettably, it would appear that little has changed since this report. The existing collection is woefully below national standards for institutions of Widener's size and type. Even worse, it has declined dramatically against such standards since 1978. The collection does not meet the requirements of most instructional programs on the University's Pennsylvania Campus, and current funding levels are insufficient for overcoming these existing deficiencies.

Summarized below are the major findings supporting these basic conclusions.

1. The collection is seriously below acceptable national standards.

   * If the Library's collection were to be assigned a letter grade based on Association of College and Research Libraries' (ACRL) enrollment- and program-based standards, it would receive a "D".

     To bring the collection up to an "A" level would require an additional 97,000 volumes; a "B" level, approximately 67,000 volumes; and a "C", 35,000 more volumes.

   * More disturbing is the fact that the collection has fallen increasingly behind in keeping up with ACRL standards over the past five years. In 1978, the collection could have received a grade of "C" at approximately 21% below standards. Expanding graduate programs alone account for 60% of this deficit increase.

2. The collection is not meeting University program needs.

   * Working with faculty, librarians conducted in-depth studies on 13 selected subject areas of the collection. In all but one, the collection was judged by faculty and librarians to be inadequate for meeting curriculum requirements. Materials tend to be too few in number, out-dated, and inappropriate for present needs.

     Additionally, when compared against core subject bibliographies such as Books for College Libraries, the 13 subject areas were, on the average, found to contain less than one-half of these minimum recommended texts.

   * From a survey of faculty, only 31% feel that the Library is successfully helping them keep current in their fields. Fewer than 45% feel that the Library has the academic books and journals they require.

   * From a survey of student library users, approximately 50% of the graduate and nursing students surveyed are dissatisfied with the Library's collection.

   * A collection availability study shows that users have little better than a 50% chance of finding the book they need, when they need it from the Library.

   * In terms of annual circulation of library materials, the Library ranks in the bottom quartile for institutions of Widener's Pennsylvania Campus size and type across the nation. Also, the Library ranks last among eight area institutions in annual books checked out per student. The top library in this group checked out 55.4 books per student per year as compared to the Library's 4.2 books per student.

3. University funding for library materials and services is critically deficient.

   * University funding for the Library has remained at 2.8% of total educational and general expenditures on the Pennsylvania Campus over the last five years. ACRL has recommended that minimum funding levels for library services be placed at 6% of an institution's educational and general expenditures. This minimum percentage should be much higher when a library is attempting to raise its "grade" or to meet the needs of new academic programs.

   * In light of University enrollment and program growth since 1978, the Library would have had to add 12,000 volumes per year just to maintain its 1978 ACRL standards level. Over the past five years, an average of only 4,700 volumes has been added to the collection each year.

4. Selection of materials is "on demand" without guidance from a clearly stated collection development plan linked to academic programs needs.

   * Faculty requests for books and journal subscription purchases are filled on a first-come, first-served basis. Materials are ordered until funds are exhausted each year.

   * Faculty input into the selection process varies greatly between program and subject areas. In some instances, faculty requests account for 99% of all purchases; in other areas, fewer than 30%.

   * Selection is often a matter of individual faculty needs which do not necessarily match the needs of a program area. Evidence suggests that intensive purchasing in specialized research areas which have no relation to University curriculum has occured in the past.

   * Adequate management information for selection and purchasing has not been available. The recent automation of the Acquisitions and Serials departments should help alleviate this problem by providing information on departmental and individual purchasing patterns, timely accounting data, and vendor performance measures.

5. Allocation of funds is not program-based.

   * Materials budgets are incremental and based on previous years' purchasing and general Library budget increases or decreases.

   * Allocation of book funds to different subject areas has remained nearly constant over the past decade, while at the same time major shifts in University program emphasis have occured.

     For example, enrollments in engineering, management and nursing have more than tripled since 1973 and now account for approximately 80% of total full-time day enrollments on the Pennsylvania Campus. Additionally, a survey of library users indicates that such students are by far the heaviest library users. Yet, book expenditures for these programs have remained at approximately 23% of total book expenditures over this period.

* The periodicals' budget is not allocated by subject or program areas. Lump sums are merely made available for new subscriptions and renewals on an annual basis.

* For many disciplines, especially in technical and scientific fields, computerized literature searching has become the principal access method to bibliographic data. Present trends also suggest that electronic distribution of journals will become an increasingly important service for libraries during the 1980's.

  A survey of student library users indicates that nearly 60% would prefer using a computerized catalog over the traditional card catalog.

  These new techologies are not presently funded.

6. Communications between librarians and faculty concerning collection development is informal and unevenly distributed among programs.

   * Communications with faculty as well as librarian subject expertise is probably more well established and formal in audiovisuals, humanities, management, nursing, and science than in other areas.

   * Although written priority guidelines for purchasing materials have existed since 1975-76, there is no evidence to suggest that guidelines have been widely distributed, understood or employed in the selection of materials in recent years.

   * Program administrators and faculty are provided no information concerning available funds for materials.

7. The costs and benefits of resource sharing programs have not been comprehensively and adequately assessed.

   * Formal coordination of policies and services does not exist between the Library and the University's two Delaware Campus libraries.

   * Interlibrary lending is the principal resource sharing program with which the Library is involved. Over the past five years, interlibrary loan transactions have nearly doubled from 1,920 in 1978 to 3,477 in 1983.

   * Since 1980, the Library has loaned more materials to other libraries than it has borrowed. This indicates that interlibrary loan is now a cost to the Library which is not being recovered.

   * Little is known about the overall effectiveness of interlibrary loan as a substitute or supplement for deficiencies in the local collection.

   * The benefits of membership in local library cooperatives such as the Tri-State College Library Cooperative (TCLC) and the Consortium for Health Information (CHI) have not been assessed.

* No cooperative collection development policies exist among member libraries in TCLC and CHI except in the area of audiovisuals. Interlibrary borrowing by the Library from both cooperatives is between 15% and 20% of total borrowing.

In summary, the Library's collection program appears to be a prisoner of history. Much of the present collection as well as current development policies and procedures are holdovers from a simpler past when books and journals were not so expensive, technology was less compelling, and the Library's constituencies were not as diverse and demanding as they are at present. Clearly, the findings of the CAP study indicate that the collection program should not continue on its present course. Erosion in the overall quality of the collection, inadequate support for important instructional programs, and lack of a firm commitment to new information technologies are all trends which must be counteracted if the Library is to play a vital role in the University's future academic life.

RECOMMENDATIONS

The Study Team's recommendations represent specific actions which, if implemented over the next two years, will correct present collection deficiencies and move the Library closer toward meeting the essential challenges of the next decade. The thrust of the recommendations is that of making the collection more responsive and accountable to academic program requirements on the Pennsylvania Campus through more rational selection and funds allocation practices, increased funding levels, improved communications between librarians and faculty, and closer monitoring of user requirements.

These recommendations, as listed below, are in what the Study Team feels is their order of importance for action.

1. A collection development policy for selecting materials and allocating funds should be formulated and implemented in fiscal year 1984-85.

   The goal of this policy should be one of insuring that the collection accurately and fairly reflects overall University priorities and specific program needs on the Pennsylvania Campus. To accomplish this goal, the selection and allocation practices specified by the policy must be criteria-based and should include the following factors for any given subject or program area:

   a. The instructional level at which courses are taught.

   b. Total credit hours offered, enrollment and number of faculty.

   c. Relative University funding of the program.

   d. Existing collection strengths and weaknesses for the area.

   e. Economic factors affecting the cost of materials.

   f. Special requirements for non-traditional materials and services.

   g. The availability of resource sharing opportunities.

2. Adequate funding should be obtained for three different areas of need beginning with fiscal year 1984-85. These three areas are:

   a. Special funding to bring the existing collection back to at least a "C" level against ACRL standards. This will require an additional 35,000 volumes at an estimated current price of $875,000.

   b. Regular operating budget allocations increased to levels adequate for preventing the spending declines of recent years and to maintain acceptable ACRL standards for the collection.

      It is recommended that such funding should be established annually at a level which allows purchasing a number of volumes equal to 5% of the total number of volumes in the collection at the beginning of each fiscal year. For 1984-85, this will require an additional $200,000 to $225,000 increase over present materials' budget allocations.

   c. Funding established for new information technologies and services required for the Library to remain a viable institution.

      In pursuit of this goal, the Study Team recommends the following amounts for 1984-85:

      (1) Three thousand dollars to provide computerized literature searches at no direct cost to all University faculty and students.

      (2) Five thousand dollars for research and development in new forms of information delivery. It is suggested that this

fund be used primarily in the areas of "on demand" journal delivery and campus SDI (selective dissemination of information) services.

(3) One hundred, fifty thousand dollars for the initial purchase of computer hardware and software for an integrated online catalog and circulation system.

These overall funding recommendations are critical for overcoming the serious deficiencies discovered in the collection during the CAP study as well as for building a foundation for the Library's future.

3. Communication between professional librarians and faculty should be formalized for all program areas.

This is necessary for the effective implementation of a collection development policy. The goal should be one of establishing mechanisms which will allow librarians and teaching faculty to become meaningful partners in the development of the University's education policies.

A suggested mechanism for attaining this goal is that each school and/or department include a librarian as a member of its curriculum planning or other appropriate committee(s). In such a role, the librarian would:

a. Coordinate materials selection in accordance with established policy guidelines.

b. Insure that program areas have adequate representation in internal Library decisions.

c. Exchange cost and other planning data with faculty on library needs for continuing and new programs.

d. Distribute information on new library services and technologies to faculty.

This recommendation should be carried out concurrently with the development of a collection development policy and should be implemented no later than fiscal year 1985-86.

4. A comprehensive collection assessment program should be developed and initiated during fiscal year 1984-85.

This program should aim to insure continuous, current management information on collection needs, performance and problems. It must also serve as a cornerstone for effective evaluation of a broader collection development policy by providing data on current user needs and collection strengths and weaknesses in relation to such needs.

Specific elements for incorporation into this program include:

a. Application of the "collection-centered" assessment methodology described in the Report of the Task Force on Collection Assessment to remaining segments of the collection.

b. General opinion surveys of Pennsylvania Campus faculty and students conducted every two years. In-depth studies of specific user groups experiencing problems with the collection should be undertaken as needed.

c. Operations studies providing data on collection availability, accessibility, delivery, and delay times conducted on an ongoing basis.

This recommendation should be implemented immediately after the establishment of a collection development policy.

5. The Library Council should develop specific goals for closer cooperation among the three Widener University libraries.

The goal should be to provide all Widener students and faculty the same level of access to all joint University library resources and services, to achieve economic savings through the centralization of library processing when practical, and to share costs and knowledge for new services and technologies.

Specific issues which need to be addressed by the Council include:

a. Joint and compatible acquisitions policy.

b. Document delivery systems.

c. User policies and procedures.

d. Automated circulation and online catalog needs.

e. Methods for exchanging professional ideas and knowledge between the staffs of each library.

The Study Team urges that the Library Council make this recommendation a priority agenda item for fiscal year 1984-85.

6. The Library's resource sharing activities with non-Widener libraries should be thoroughly reviewed for costs and benefits.

The basic question which needs to be addressed is one of "Are present arrangements cost effective for the Library?" Specific questions which should be addressed are:

a. What are the dollar benefits and costs of the Library's membership in local cooperatives such as TCLC and CHI?

b. From the user's point of view, is interlibrary loan a viable substitute for not having materials available on the premises?

c. Should a fee structure be established to recover the transaction costs of materials borrowed by other libraries?

d. Are there technological alternatives, such as facsimle text transmission, which can improve the efficiency of interlibrary lending and borrowing?

e. Are their more profitable arrangements which the Library could make with other libraries not presently in local cooperatives?

The Study Team feels that this is an important priority. A cost-benefit study of current interlibrary loan operations should be conducted during fiscal year 1984-85. Other resource sharing arrangements should be investigated at the earliest possible date.

CONCLUSION

The magnitude of the problems together with the opportunities suggested in this report deserve careful consideration by all members of the University community. Many of the immediate problems confronting the Library are managerial in nature. As such, responsibility for their correction rests fully upon the Library's Director and staff. In resolving these problems, however, every effort will be made to seek the advice of appropriate faculty and administrators.

The larger concerns expressed in the report for defining the kind of library collection needed by Widener University, both now and for the future, are the responsibility of the larger University community. These concerns are, of course, not so much problems to be solved as they are opportunities to be exploited.

Perhaps the fundamental promise of CAP is that the University, if its members so desire, can have a library deserving of its academic programs. Achieving this goal could also place the University in a unique leadership role for providing innovative library resources and services to its faculty and students. The Study Team stands willing to assist the University's Board of Trustees, administrators, and faculty in providing any manner of assistance necessary for addressing these complex and exciting opportunities.

WOLFGRAM MEMORIAL LIBRARY

COLLECTION ANALYSIS PROJECT

II. INTERIM REPORT

A. CHARGE TO THE STUDY TEAM

MISSION, GOALS AND OBJECTIVES

Theresa Taborsky

APRIL 1983

EDITED FEBRUARY 1984

CHARGE TO THE STUDY TEAM

In order to develop appropriate goals and objectives for Wolfgram Memorial Library, it is necessary to examine the present level and scope of its services, and to project its needs and opportunities for the foreseeable future. The task of the CAP Study Team will be to coordinate all task force and individual efforts of data gathering, surveys and reports addressing specific issues. Based on the analysis of these data and reports, the Study Team will recommend specific activities to bridge the gap between the status quo and the optimal service we wish to attain, suggesting alternate paths for action and implementation.

A. Rationale

1. Widener University views its mission as a "multipurpose institution of higher learning...which serves the educational needs of the people of the region through undergraduate offerings in a variety of fields and through graduate and professional programs. The system is dedicated to the ideals of preserving, transmitting, and advancing the current state of knowledge in each of the areas in which it offers programs; to developing programs which meet the changing needs of the population of the region..." (Bulletin of Widener University, 1983-84, p.11)

   To meet the needs of new and emerging educational programs, the library, too, must evaluate and change the present perspective to enhance its abilities to serve.

2. Changes in the library profession, technological developments transforming the methods of organizing and disseminating information, make it not only possible but mandatory to apply modern tools, e.g. computers and non-print media, where they enhance and enlarge research and educational resources. The generation now in our schools must become aware of and familiar with available and potential ways of learning, with the intellectual challenges being offered by the "information age". Widener's students, too, are facing futures and careers where skills for life-long learning are essential.

3. Limited budgets and the potential of networking, cooperation and resource sharing make it necessary to invest in and develop the same. No library,

especially one of the size and history of Wolfgram, can expect to remain self-contained and self-sufficient.

4. The present Director, with no long-term acquaintance of Wolfgram's resources, and the library's staff, from diverse backgrounds and experiences, need to examine together its existing resources. Close scrutiny will help understand the strength and shortcomings of the present. Focus on specific issues will be dictated by the importance of the same, as emerging from our reflections.

5. The central target of the study is the library's collection. Collecting library materials in traditional format, books and periodicals, has been the overwhelming concern of Wolfgram's development, as it was in other similar institutions. The study is to determine whether it can and should remain the major resource, and what improvements and additional services are needed to complement its ability to serve real needs.

B. Scope of the study is the qualitative and quantitative description of the library's collection, and the library's ability to meet the demands for teaching, learning and resource material. The data gathering, evaluation and recommendation for action will all be performed by the library staff (under the guidance of the consultant). CAP's scope will be limited by the size of the staff, the amount of data available and time limitations to conduct surveys of user perception and satisfaction. Subject coverage and other specific issues identified as problems needing further examination may be the target of additional studies in depth, after the completion of CAP, which was targeted for November 1983 (see CAP schedule).

C. Issues

1. The Collection
(Study books, periodicals, and non-print media as separate issues.)

a. What is its size and scope

b. Is there a consistent acquisitions policy that can be defined from existing procedures

c. Is it adequate to meet current demands

d. Are there specific subjects or programs needing special attention

e. Who selects -- Faculty role

f. What are the procedures and are they appropriate

2. Material Funds

a. Budget allocations; how are they determined, by whom and why

b. Additional real and potential funding

c. Fiscal control -- are internal methods adequate

d. Is transfer of available funds feasible

3. Shared Resources

a. What is the scope, nature and cost of ILL services

b. Networking and cooperatives -- how do they supplement our resources

c. Are these programs well-utilized, cost effective

d. Do these and other potential cooperation enhance or replace local resources

4. University Needs

a. Do academic programs and goals consider library resources as an essential element

b. Are users satisfied with collection and other library resources

c. Is there adequate communication and cooperation between teaching faculty and library faculty

d. What is the awareness of the users and of University administration of the library's existing role and its future potential

5. Library Staff

a. What are existing skills and potential talents which can be utilized to implement future goals

b. Are these skills well-utilized and adequate

c. Is further in-house research to enhance professionalism and analytical decision-making abilities recommended

d. What other means could improve the library's image and performance

D. Methodology is suggested by the CAP Manual of the Office of Management Studies of the Association of Research Libraries.

1. It will utilize a "study team" representing the key group responsible for the overall conduct of the study
2. Task forces or special individuals will be assigned to phases and topics, gathering analyses of data and conducting surveys
3. Additional library staff will contribute when and as needed
4. Faculty will be asked to participate on a committee to provide review, advice, and suggestions during the phases
5. Administrative support will be requested to establish and authorize needed channels of communication and to clarify University and College goals.
6. Tools for data to be collected and analyzed:
   a. Budgets
   b. Annual and other reports
   c. Statistics
   d. Historical documents
   e. Analysis of past and current procedures
   f. User surveys of perception and satisfaction
   g. Use studies
   h. Past evaluation (e.g. for Accreditation)
   i. Comparisons with other institutions
   j. Measurements against existing standards
   k. University goals and objectives, and those of the Colleges and Schools
   l. Description of teaching programs (e.g. college bulletins)

   etc.

MISSION

The Wolfgram Memorial Library functions as the major resource for recorded knowledge and information in support of the University's instructional, research, cultural, and administrative programs. This responsibility is twofold:

a. To collect and organize appropriate library materials;

b. To establish and maintain services for optimal access and use of the library's resources and of other available and useful information networks.

GOALS

In order to fulfill the responsibilities implied in the mission statement, the library must have the following:

1. A collection of library materials maintained and developed at a level appropriate to support ongoing university programs
2. Services to assist the primary users, i.e. the university community, for optimal access and utilization of library resources
3. Programs to teach skills of information retrieval and use, necessary in our information society
4. Organization and procedures for the library's collections and services according to the most advanced, efficient methods
5. Participation in support and development of networks and other resource sharing arrangements, for reciprocal exchange of library materials and access to outside information sources needed for teaching, learning, and research
6. Professional and support staff with motivation, training, skills, and compatible personal goals providing the essential element necessary to maintain the highest standards in library services
7. Adequate budget and other financial and administrative support to establish and maintain appropriate standards for university-level library services

OBJECTIVES

Specific objectives, in the form of activities and projects, necessary to fulfill the Library's stated goals over the next three years are given below. A timeframe for accomplishing each objective it provided in the attached chart.

A. Collection

1. Complete the Collection Analysis Project (CAP) now in progress
2. Define subject specialties of the professional staff and responsibilities for reference and collection development, as based on CAP recommendations
3. Write and implement a formal acquisitions policy for all library materials, based on CAP recommendations
4. Study the effectiveness of existing arrangements for shared resources and develop new arrangements where possible

B. Management

1. Implement automated processing systems for Acquisitions and Serials which will result in a 25% processing cost reduction and provide more timely management control information
2. Plan for an integrated automated system which will reduce processing costs and improve services to library users
3. Develop personnel policy and procedure manuals for professional and support staff
4. Conduct cost-benefit studies for service fees, e.g. interlibrary loan, online database searches, non-University user, and develop and implement formal policies and procedures for same
5. Reorganize professional and support staff duties as required by automation and public services needs

C. Building and Facilties

1. Conduct a study of public services space needs, e.g. shelving and study areas for reference and instructional programs and for audiovisuals. Implement recommended relocation or arrangement

2. Conduct a study of technical processing space needs, particularly as required by automation, and implement any recommended changes

3. Recommend budget for internal structural changes, where necessary

4. Design and install an integrated sign system for the Library

D. Public Services

1. Develop new instructional programs for nontraditional students, improve methods for current instructional programs. Increase awareness of available library resources and encourage their optimal use

2. Study needs for audiovisuals, CAI and other technologies to teach library skills. Develop and acquire such tools

3. Plan special services for the non-traditional students, whose access to library resources is limited by geographic and time constraints

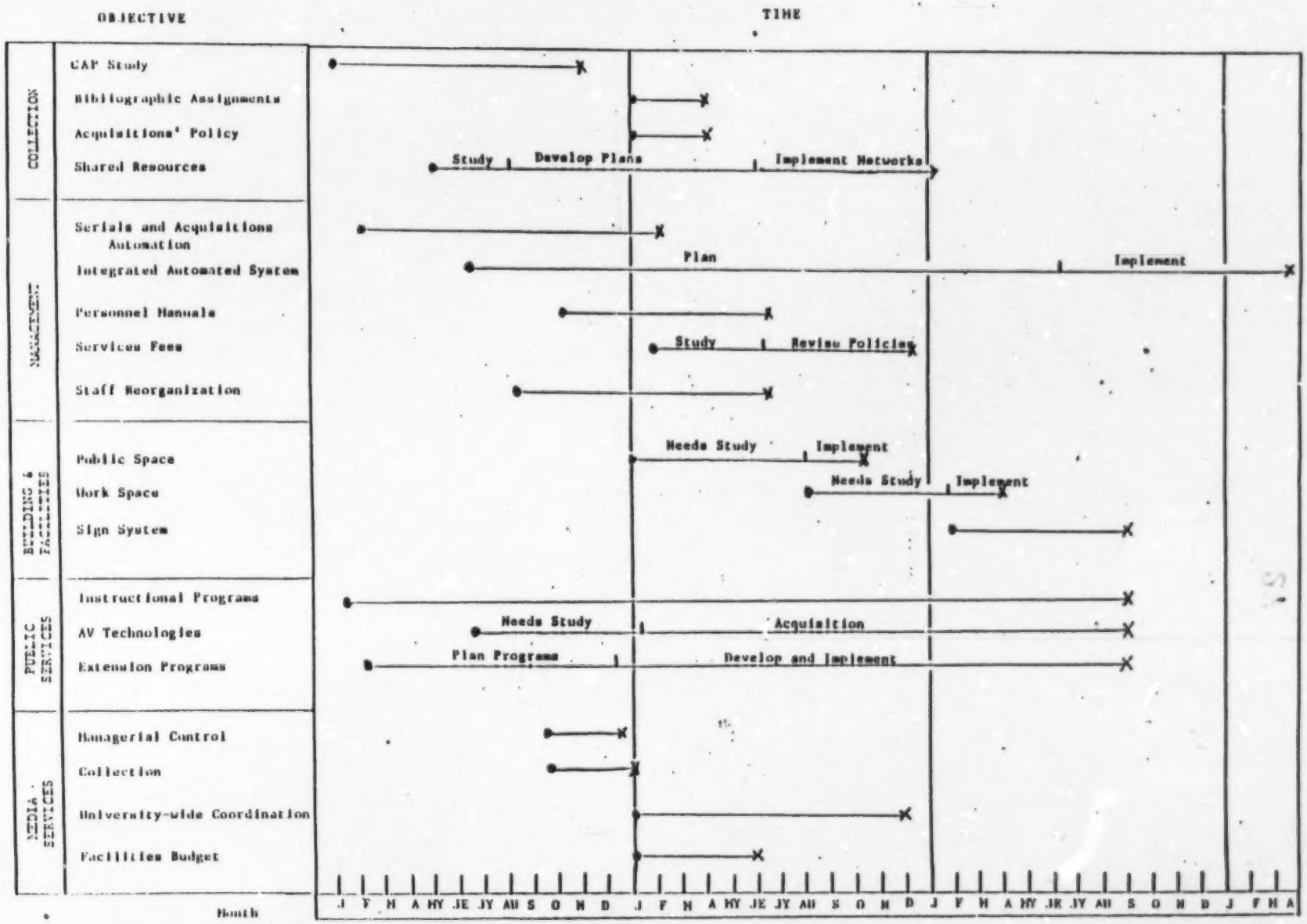
E. Media Services

1. Establish improved management control for in-library services and for efficient use of staff and material resources

2. Develop the collection and an appropriate budget to allow the use of modern library technology and of new forms of media

3. Study existing intra-University resources, plan and recommend action for closer cooperation and integration of efforts

4. Develop plans and a budget for the interfacing of AV and computer technologies to be used as information tools



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WOLFGRAM MEMORIAL LIBRARY

COLLECTION ANALYSIS PROJECT

II. INTERIM REPORT

B. ENVIRONMENTAL FACTORS: A VIEW TOWARD 1995

Gary Moore

APRIL 1983

ENVIRONMENTAL FACTORS: A VIEW TOWARD 1995

Introduction

Collection development, like any ongoing organizational process, is influenced by factors presenting themselves as constraints or opportunities in a library's operating environment. Planning for collection development requires knowledge of such environmental forces, as well as astute analysis of their likely impact on future collection policies and practices. The Study Team, with the assistance of other members of the professional staff, has systematically and comprehensively reviewed such factors in both the general and immediate environments of the Library. From this review, an expositive picture of future local collection users and uses for the next 10 to 15 years has been developed and presented below.

The method employed in developing the picture required each team member to identify, usually through a literature survey, ten current trends and influences in one of five different categories which constitute the Library's general environment: socio-political, technological, higher education, publishing, and professional. These trends, which were deemed the most influencial in each of the five categories, were then evaluated by the professional staff using a questionnaire form to relate their likely magnitude of impact and overall effect of future collection issues. For study of the local environment, 14 high-level officials of the University were asked to complete a questionnaire asking them to list the five most important trends which they felt were shaping the future of Widener University. Results of both these exercises were then further evaluated and synthesized for inclusion in this chapter.

The chief objective of the picture presented in the following, of course, is not to merely predict the future, but to identify those factors which will need careful and continuous monitoring and action both now and over the course of the next several years.

General Environment

The future of American society is clearly the future of an information society. The evidence, accumulated by dozens of researchers over the past 30 years and popularized in the classic works of Bell, Galbraith, Kahn, Toffler and others, seems to conclusively indicate that indeed the axial principles of American society have shifted from a goods producing to an information or knowledge producing culture. Such evidence is perhaps best exemplified by Porat's extensive study of 1967 Bureau of Economic Analysis data from which he concluded that information activity, in the form of both market and nonmarket transactions, accounted for 46% of GNP and 53% of all labor income. There is little reason to doubt that these percentages have steadily risen since 1967.

As with two other fundamental restructurings in human history, the agricultural and industrial revolutions, technology is the driving force behind the information revolution. And, in this case, the primary technology is electronics. The rapidly converging forces of computer and communications technologies provide the information processing capabilities for America's great "idea factories" in universities, business and government.

Technology alone, of course, will not determine evolutionary outcomes for the information society. But the interaction of technology with present institutional patterns and the more intransient elements of human nature will. Thus whether society is evolving toward Gross' pessimistic vision of "friendly facism" or Naisbett's more optimistic vision of ascendant technology is an open question -- subject as the future always is to today's actions.

The identifiable trends and events both shaping and shaped by the information society, then, constitute the warp threads into which the future of the Library's collection and its uses will be woven.

IMMEDIATE ENVIRONMENT: COLLECTION USERS AND USES

Users

The principal users of the collection, University faculty and students, will likely be older and more technologically sophisticated and demanding during the next ten to fifteen years. Although total University enrollment is expected to remain at the current level of 7,500 students, Library users will probably increase as services on the Delaware and Pennsylvania campuses gradually merge into a single University-wide unit.

National projections indicate a 15-20% decline during the 80's in the number of 18 to 24 year olds -- the traditional college age group. Moreover, the general population as a whole will be older due to slower growth rates and improvements in longevity technologies. These trends will be exacerbated in the Philadelphia area due to continuing out-migration of the population to the south and west regions of the nation.

The information society, of course, is literacy-intensive. Current trends indicate a growing awareness that without large-scale improvements in both basic and skills-oriented education, the United States in the future may well become an "ignorant society." All institutions, including business and industry, will expect and demand from higher education first-time job entrants who are skilled in the uses of information and information technologies. Additionally, expected shifts from goods producing to knowledge producing industries will require retraining for those individuals whose skills are no longer in demand. For those employed in knowledge industries, there will likely be a great need for continuing education to keep pace with new developments in their fields.

Much emphasis over the next 10 to 15 years, then, can be expected to be placed on computer literacy. Concomitant with this will be a greater emphasis on teaching basic verbal and quantitative skills -- those typically identified with a liberal arts education -- requisite for any meaningful use of computers and other technologies. There is a good chance that such educational programs will receive widespread governmental support.

For the longer term, education will be required for new, as yet not clearly defined, activities and processes spawned by the information revolution.

Widener University has in recent years actively expanded program offerings for so-called nontraditional students and for the high-growth career fields in computer science, engineering and management. This market response attitude and planning will continue through the decade, leading to further expansion and diversification of programs, particularly graduate level and off-campus.

A new category of collection users, institutions, is now emerging and will continue to grow over the next decade. The Library's collection is currently available nationally through the Online Computer Library Center (OCLC) headquartered in Columbus, Ohio. Aided in large part by the OCLC Interlibrary Loan system, Widener's lending to other institutions has

increased 304% over the past five years and now accounts for approximately 8% of the Library's circulation volume. With the anticipated advent of additional electronic linkages with area and regional institutions, institutional lending may account for 40% of total Library circulation by the end of the decade.

Uses

Demand for books will remain at present levels due to basic education needs in the liberal arts and the continuing popularity of this format for leisure and "nutritional" reading purposes. But emphasis will continue to shift to periodicals as the primary source for instructional and research information in business and the sciences. The Library's collection, then, will remain primarily print-oriented for the next 10 years although access to the collection will be electronic through a locally based online public access catalog implemented within the next five years.

Gradually over the next decade, however, electronics will make inroads into the print collection. At present, all print indexes and abstracts are available online through the Library's computerized literature search service. Approximately half of the databases available through this service are also numeric, containing source data for business and science. Demand for such information will increase as student and faculty needs for highly relevant, atomistic information in these technical fields increases.

Beyond much doubt, scholarly papers and journals will be widely available in full-text online systems by the middle of the decade. The need to purchase and maintain specialized book and periodical titles will likely decrease as such on-demand systems become available to local users. Along with this will be a lessening of the long-term inflationary problems in the publishing industry.

As electronic access and use of the collection grows, the Library's professional staff will probably need to adopt new roles. Less emphasis will be placed on the traditional functions of acquiring, cataloging and maintaining print materials. Even the current pattern of electronic information delivery through a librarian as a search intermediary will decline as more databases become available directly to users through home and other "self-service" facilities. Thus more emphasis will be placed on educative and consultive roles for the professional librarian. The librarian may well

serve as a new type of Bachman's navigator, guiding users through a complex array of "self-service", computer-based, information resources.

Synthesis

Many of the area's -- and the nation's -- present social, economic, and political problems attributable in part to the transition to an information society are beyond the direct control of Widener and its Library. Educational institutions can, however, provide a leadership role in teaching the skills and sponsoring the basic research necessary to make the transition a successful one.

Past history indicates that the University has shown a remarkable ability to fulfill this role through innovative programs, community leadership and the efficient use of its resources. More than ever, its leadership appears ready for the challenges of the future, knowing full well the obstacles to be overcome in demographics, inflationary operating and capital costs, and an increasingly competitive environment in higher education.

This positive, action-oriented approach holds true as well for the Library. Its professional staff is knowledgeable of the major trends shaping the profession and continuously monitors these and emerging trends through reading, group discussion and attendance at professional meetings and workshops. Its management is actively pursuing goals and objectives designed to prepare and move the organization to a future influenced by new technologies and users. And, perhaps most importantly, the Library is willing and able to assist in making those difficult institutional decisions now shaping the future of the University through active participation in the University's governance structure and processes.

Issues and Recommendations

Two salient issues, useful for spurring further discussion and consideration of the future, seem to emerge from the foregoing. One concerns ways in which librarians may redefine their institutional and professional roles and the other centers on the impact of electronic technologies on the Library's collection. The following recommendations are at this point posed as questions for an initial dialogue among library staff and University administrators, faculty, and students concerning these two issues.

Recommendation 1. The Library staff should seek an active and central role in assisting the University to plan for its information resources management needs. Although few possess more expertise in the subject, the librarian is often an overlooked or underutilized organizational resource in the information planning process. Most likely, this can be overcome with the librarian's willingness to adopt a more positive, visible approach to the matter within the institution.

Recommendation 2. An immediate opportunity exists for the Wolfgram Library to contribute to the University's competitive edge in attracting students by implementing an online public access catalog and other local information retrieval systems. No other institution in the area presently offers a computerized library catalog although several are being planned. Having its library holdings accessible via a computer terminal would certainly showcase the University as a leader in the information processing technologies of tomorrow.

Recommendation 3. Existing reference services should be enhanced with new consulting services oriented toward assisting users in the selection and use of electronic information resources. Such services might include a clearinghouse for information on information services and products, a referral service for "self-service" information technologies, and a resource center for information hardware and software.

Recommendation 4. The Library staff should explore ways to increase its instructional role within the University by offering courses and workshops in the use and uses of information. Emphasis could be placed on both traditional retrieval methods such as the card catalog and LC classification system and their newer cousins in online retrieval systems. Additionally, such courses and workshops could be offered on a credit or non-credit basis and could be tailored to specific disciplines such as engineering, the social sciences, education, or nursing.

Recommendation 5. The Library should explore methods for generating the risk capital needed to enhance its traditional collection with electronic resources.

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WOLFGRAM MEMORIAL LIBRARY

COLLECTION ANALYSIS PROJECT

II. INTERIM REPORT

C. INSTITUTIONAL PROFILE

Kyung J. Kim
David Nutty

REVISED FEBRUARY 1984

INSTITUTIONAL PROFILE

Widener University is a private, multicampus, multipurpose, fully accredited institution offering both undergraduate and graduate degree programs. Incorporated in both Pennsylvania and Delaware, Widener's two campuses are located in Chester, PA, and near Wilmington, DE, 15 miles apart.

History

Founded in 1821, the University began as a select school for boys in Wilmington, Delaware. The school introduced military instruction in 1858, and four years later was chartered as Pennsylvania Military Academy with full university degree-granting privileges. In 1892, the school, by then located on its present Chester campus, assumed the name Pennsylvania Military College.

The long tradition as an exclusively military college ended in 1946 with the admission of returning veterans as noncadet students. In 1958 nonmilitary, nonveteran students were admitted; and in 1966, the first female students enrolled. To reflect this evolution, the name was changed to PMC Colleges. In 1972, as a result of a series of academic and philosophical changes, the institution retired the colors of the cadet corps and adopted the name Widener College.

In November 1976, Widener entered into an affiliation with Brandywine College, founded in 1965. Brandywine was merged into Widener in February 1979. The move of the Delaware Law School onto the Brandywine campus was completed in the spring semester of 1978. This campus is now designated the Delaware Campus of Widener University.

University College, the undergraduate adult component, was organized in 1980 to provide comprehensive and non-credit programs in continuing higher education.

The School of Hotel and Restaurant Management, an outgrowth of a successful two-year program offered at Brandywine College, was organized into a four-year program during 1981. Widener achieved University status July 1, 1979.

Mission Statement

Widener University defines itself as a teaching university rather than a research institution, and its mission is to provide high quality pre-professional and professional training based upon a liberal arts core to students who traditionally come from a geographic region contiguous to the University location.

The University's mission is to fulfill the educational needs and aspirations of students from all walks of life and of all ages. Its system is dedicated to the ideals of preserving, transmitting, and advancing the current state of knowledge in each of the areas in which it offers programs; to developing programs which meet the changing needs of the population of the region; to encourage its graduates to apply the knowledge they gain for the good of the society in which they live.

For a complete statement of the University's goals and objectives, see the Bulletin of Widener University (83-84).

Academic Structure

Widener's current academic structure is a result of decisions made by the Widener College administration 10-15 years ago. At that time, study and planning processes resulted in a decision to move away from being a traditional undergraduate liberal arts college. The result is the current diversity of academic programs, which Widener considers its greatest strength. These programs are largely built around professional and pre-professional programs that all include a strong liberal arts core.

A major theme for the University has become marketability. In one aspect, this involves degree programs that emphasize the ability for the graduate to market his or her self in today's competitive job climate. On the other hand, the University must market itself to the pool of traditional college-bound students as well as the non-traditional prospective student. This job is even more essential today that ever before, given the declining numbers of traditional students, as well as the university's location in the Greater Philadelphia area, among the largest centers of higher education in the country.

To place itself competitively in this higher education market, Widener emphasizes that it is still a small enough institution for individual attention, with a favorable 12:1 student/faculty ratio and small class sizes. Yet it is large enough to provide a variety of programs and experiences, and an active campus life, with all of the social and intellectual resources of the Philadelphia area nearby.

Widener has also introduced several innovative approaches to higher education that may be attractive to the prospective students. These include:

1. Students are provided the opportunity for multi- and interdisciplinary studies.

2. Freshmen and sophomores have the option to select up to twelve modular (half-semester) courses in humanities, social science and science/technology. Taught through the case study rather than the "instruction to" method, these modular courses help illustrate the practical application of the principles of a field.

3. Students in many major areas may participate in a Senior Project of at least one semester's duration. Project teams, usually composed of approximately three students, work under the direction of one or more faculty advisers in dealing with a problem related to the world as it is today. Here, too, allowance is made for individual differences. A student can secure faculty approval to be a "one-person-team" if the proposed project is deemed appropriate and meaningful.

4. Cooperative Education or Internship programs are offered as options in the School of Engineering and School of Management, through which students may participate in a total of 12 months of employment while still obtaining a bachelor's degree within the normal four-year period.

Special Programs

Widener also operates several special programs, largely under the umbrella of University College; and these include much of the attempt to reach the non-traditional student. Among the special aspects are:

-- Service to business and industry with degree-credit programs for employees and specially designed short courses, seminars, workshops, and in-plant programs to meet company training needs.

-- Programs that are accessible to adults in the Delaware Valley for their personal development and career advancement.

-- Telecourse programs, complete instructional systems that present a body of knowledge through the use of braodcast video tapes. Widener telecourses consist of 30 half-hour video programs, together with print materials and three on-campus seminars. For students who miss a particular TV segment, video tapes of each lesson are available for viewing in the Wolfgram Library on the Pennsylvania campus in Chester.

-- Weekend College, in which University College offers undergraduate coursework leading to associate's and bachelor's degrees in concentrated weekend format.

-- Project Prepare, which Widener launched in 1969 to help educationally and economically disadvantaged students prepare for college. The Project features a seven-week summer tutorial and counselling program for selected high school seniors, preparatory to enrollment in a regular schedule of courses in the fall.

-- Widener Way: Center for Adults in Transition, a continuing education program for adults 24 years of age and over who desire to begin or resume a college education leading toward a baccalaureate degree. The program's purpose is to ease the transition into part-time or full-time undergraduate studies for the adult who has experienced a discontinuity in education.

-- Paralegal Program features instruction by practicing attorneys in legal research and various aspects of law.

-- Off-Campus Programs in which credit courses are conducted at a community or company site. University College has a number of these and expects more. Examples include the USS Fairfax, Social Security Administration, Episcopal Hospital, and the Court Mall at King of Prussia.

Major Programs

Widener's Pennsylvania Campus houses the Schools of Management, Nursing, Engineering and the College of Arts and Sciences, which includes Humanities, Social Science and Science.

See Charts 2-3 for subject areas taught and degress offered.

For a detailed description, see the Bulletin of Widener University (83-84).

The Library

The Pennsylvania Campus Library moved from a small, crowded building into the new Wolfgram Memorial Library in 1970. The library's imposing size, unusual triangular shape, and central campus location make it the physical as well as intellectual center of the Pennsylvania campus. It was built to house up to 290,000 volumes and seat as many as 750. In addition to providing the usual full range of library services, Wolfgram also houses special collections. Wolfgram's current role is to service the Pennsylvania campus, as the Delaware Campus has its own separate library facilities.

Like any university, a quality library is an important component in Widener's public image. The university's commitment was evident in 1970 with the new large building, which continues to be showcased in most university publications, including all catalogs. When prospective students visit Widener, it is presented as a special aspect of this campus.

A judgement as to the quality of Wolfgram's collections is the purpose of this CAP project. Among the positive aspects of the Wolfgram Library's contributions to the University are:

-- An integrated approach that includes a modern Media Center offering the campus a full range of media facilities.

-- Special collections, including Lindsay Law Library, Delaware County Historical Society Library, the Wolfgram Collection of English Literature, and McNaughton Pleasure Reading.

-- Computer terminals located in the library that are connected to the university's main computer for student work.

-- A service commitment and orientation by the library to the students. One-to-one accessibility as part of the "small, private university" advantage; i.e. professional reference service is offered almost all hours that the building is open and subject specialists are available for consultation.

-- A commitment by the library to offer new tools to assist students, such as online database searches, COM indexes, search helper, ILL, OCLC.

-- Planning for an automated future that would put the Wolfgram Library at the forefront of library technology, offering our users better service (e.g. automated circulation) and ease of use (e.g. online catalog).

-- Availability of study space featuring private study carrels and group study rooms.

The Delaware Campus

Of the three colleges wholly operated on the Delaware Campus, the oldest is Brandywine College, the University's two-year component, offering Associate in Art and Associate in Science degrees. Enrollment for 1982 was 950 students.

The School of Hotel and Restaurant Management, established in 1981, offers both associate's and baccalaureate degrees with practical training at the University's wholly owned subsidiary, the Sheraton-Brandywine Inn. Enrollment for 1982 was 165.

The professional degree, Juris Doctor, is offered by the Delaware Law School of Widener University in both a regular, three-year program and an extended, four-year evening curriculum. There are currently 813 students enrolled in the J.D. program.

Financial Status

Unlike many private universities, Widener has been dealing reasonably well with financial strains and the declining pool of traditional college students. This has been accomplished largely by the move to career and professional programs which have yielded steady enrollment figures. Tuition is the major source of income, as the university has only a small endowment.

The University revenue and expenditure statements for the years 1977-78 to 1982-83 show that library expenditures have declined as a percentage of the general and instructional expenditures. In 1977-78, this percentage was at 3.3% and recently has been at approximately 2.8%, compared to a standard of 5% as recommended by the Association of College and Research Libraries.

Faculty

Widener's scholarly faculty, foremost a teaching faculty, complements a diversity of academic programs. Classes are relatively small, the average being 27 students. The student/faculty ratio is approximately 12:1. The full-time undergraduate faculty numbered 162 for the 1982-83 school year (Chart 4); approximately half of this number have doctorates. Faculty members have recevied their academic training at colleges and universities in 24 states and 14 foreign countries. No courses are taught by graduate assistants, and graduate faculty also teach undergraduate courses. Of the 142 full-time faculty members (1981-82), 30% were tenured.

Enrollment Summary

(See Enrollment Charts 5-6)

For fall semester of the academic year 1982-83, Widener experienced a 6% increase in overall enrollment throughout the University as opposed to a 3.7% decline nationally and a 5.9% decline within the mid-Atlantic region.

Reviewing the past decade, it is obvious that the University's enrollment growth is traceable to: acquisition of additional components; the introduction of a large number of women into the enrollment base; the introduction of new programs, in part supported by the willingness to risk seed money on the development of new options which fit the University's mission; enhancement of the regional identity of the institution; and the diversity of programs which are principally utilitarian in nature (a majority of which are pre-professional or targeted majors).

An enrollment trend worth noting, not only at Widener but at many universities throughout the country, is the shift from student interest in the arts and sciences to enrollment in professional programs. Ten years ago, there were equal numbers of students majoring in arts and sciences and in professional programs. Today, professional enrollments are four times larger than A & S enrollments. However at Widener, the College of Arts and Science's courses make up roughly 50% of the curriculum in Management and in Nursing, and approximately 45% of the curriculum in Engineering.

For the future, the administration expects that the Pennsylvania Campus will enjoy selective growth in the day sessions due principally to the popularity of engineering and business degrees.

Significant developments in the School of Engineering during the last ten years increased enrollment from 150 students to 610. The increasing emphasis on engineering education generated a 25% growth in undergraduate students in 1982 alone.

The School of Management has made major strides toward its long-range goal of attaining recognition as one of the top business schools in the Delaware Valley. Growth in both undergraduate and graduate enrollments over the past half-decade suggests that students have come to respect the quality of the programs and have reacted positively to the direction our new programs have taken. The growth of graduate programs in health administration, taxation, and industrial management offers evidence of that case.

The School of Nursing, currently the second largest nursing school in Pennsylvania, may experience only limited growth in the future; and that growth will occur at the graduate level.

University College growth in both states will be dependent upon the success of its new off-campus, TV and weekend programs, as well as available space on the Delaware Campus.

Graduate Programs will be dependent for their growth on off-campus activities as well as new specialties (such as the doctorate being introduced in Nursing). Enrollment in graduate programs will remain steady through intensified marketing.

In summary, the University Planning Document No. 1 states the following general assumptions about Widener's future:

1. The mission of the University will remain as currently stated;
2. The total number of students within the University will remain in the area of 7500, though the matriculation configuration may vary;
3. The male/female ratio, for the undergraduate enrollment, should remain in the vicinity of 55% men to 45% women;
4. The undergraduate enrollment on the Pennsylvania Campus can be maintained at 2500 FTE with appropriate target figures for the four schools -- Nursing, Engineering, Management, and Arts and Sciences;
5. Graduate program enrollments will remain constant on the Pennsylvania Campus but could increase on the Delaware Campus.

CHART 1

THE LIBRARY IN THE ACADEMIC STRUCTURE OF WIDENER, PENNSYLVANIA CAMPUS

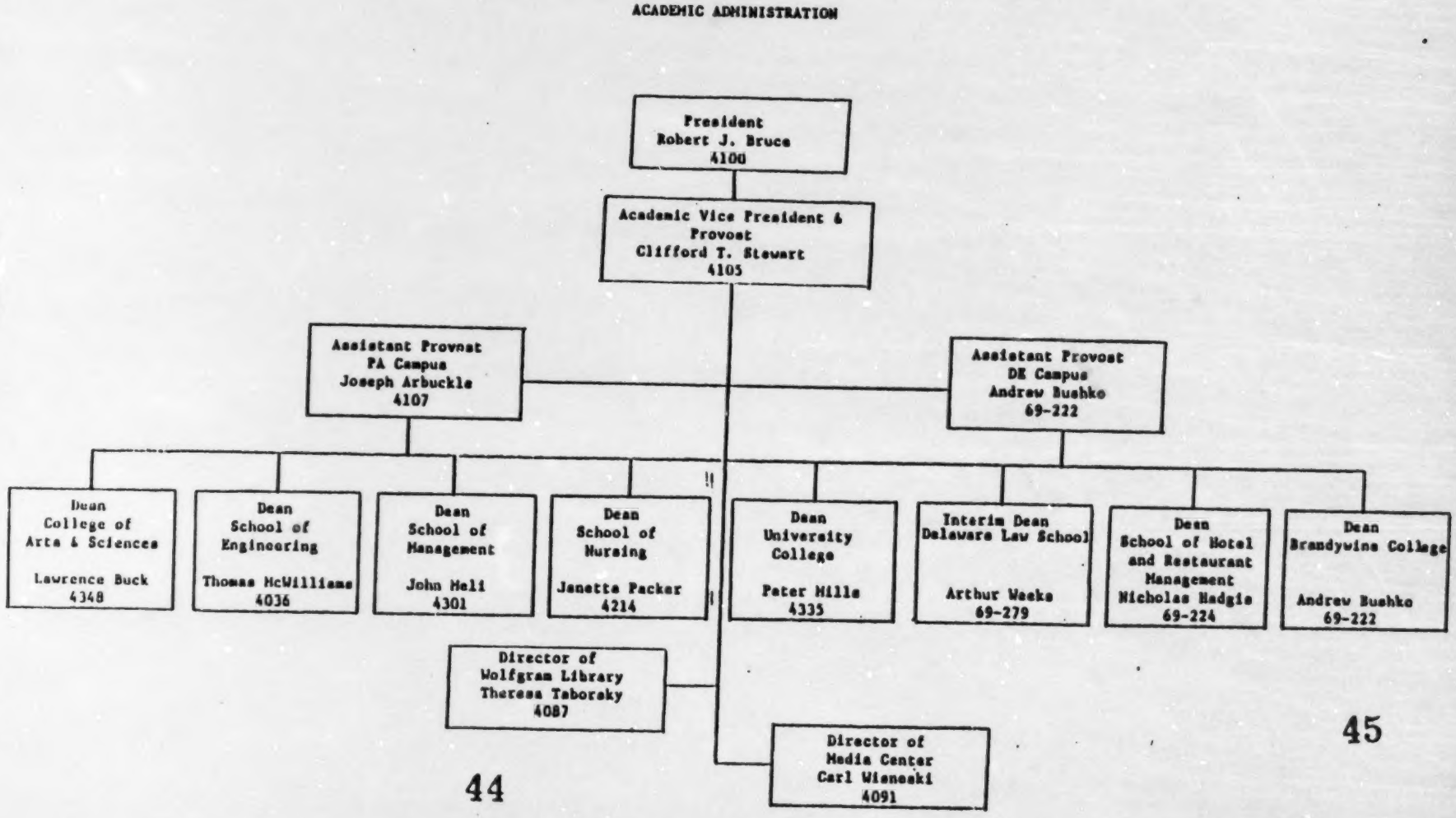


CHART 2

ACADEMIC COURSES TAUGHT AT WIDENER UNIVERSITY--- 1982-83

PROGRAM	SCHOOL	INST. LEVEL
BUSINESS & MANAGEMENT		
Accounting	M,BC,UC	A,B
Economics	M	B
Data Processing	BC	A
Financial Management	M	B
General Management	M,BC,UC	A,B,M
Health & Medical Services Adm.	M	M
Hospital Financial Management	M	M
Human Resources	M	B
Industrial Management	M	B,M
Management Information Systems	M,UC	A,B,M
Marketing	M	B
Office Administration:		
Administrative Assistant	BC	A
Executive Secretary	BC	A
Legal Secretary	BC	A
Medical Office Assistant	BC	A
Office Management	UC	B
Personal Management	M	C
Public Administration	M	C
Taxation	M	M
Travel & Tourism Management	BC	A
EDUCATION		
Allied Health	AS	C
Bilingual	AS	C
Early Childhood	AS	C,M
Elementary	AS	C,M
Education Psychology	AS	M
English	AS	C,M
Foundations	AS	M
Gifted and Talented	AS	M
Modern Language	AS	C,M
Reading	AS	M
School Nursing	AS	C
Schoo' Social Work	AS	M

PROGRAM	SCHOOL	INST. LEVEL
EDUCATION (CONT'D)		
Science and Mathematics	AS	C
Secondary	AS	C,M
Social Studies	AS	C,M
ENGINEERING		
Chemical	E,UC	B,M
Civil	E,UC	B,M
Electrical	E,UC	B
Mechanical	E,UC	B,M
Multidisciplinary	E,UC	B
Computer and Software	E	M
Managment	E	M
Industrial & Management	UC	B
HUMANITIES		
Arts	AS,UC	A
English	AS,UC	B
History	AS	B
Humanities	AS	B
Modern Languages	AS	B
HOTEL & RESTAURANT MANAGMENT	HRM	A,B
NURSING		
Burn	N	M
Emergency	N	M
Nursing	N	B
Oncology	N	M
Service Administration	N	M
Trauma	N	M

CHART 3

PROGRAM	SCHOOL	INST. LEVEL
SCIENCE		
Allied Health	AS,UC	B
Biology	AS,UC	B
Chemistry	AS,UC	B
Computer Science	AS	B
Environmental Science	AS	Mi
Marine Science	AS	Mi
Mathematics	AS	B
Physics	AS	B
Radiologic Technology	AS,UC	A,B
Respiratory Therapy	UC	B
Science Administration	AS	B
Science Education	AS	B
SOCIAL SCIENCES		
Behavioral Science	AS	B
Community Psychology	AS,UC	B
Political Science	AS,UC	B
Psychology	AS,UC	B
Social Work	AS	B
Sociology	AS	B
OTHER SPECIAL		
Customized Training	UC	-
Fashion Merchandising	BC,UC	A
Liberal Arts	BC,UC	A
General Studies	UC	A
Off-Campus Programming	UC	-
Open Major	AS,UC	B
Paralegal	UC	C
Military Science	-	C

PROGRAM	SCHOOL	INST. LEVEL
OTHER/SPECIAL (CONT'D)		
Real Estate	UC	C
Telecourse	UC	-
Weekend College	UC	B
Widener Way	UC	-

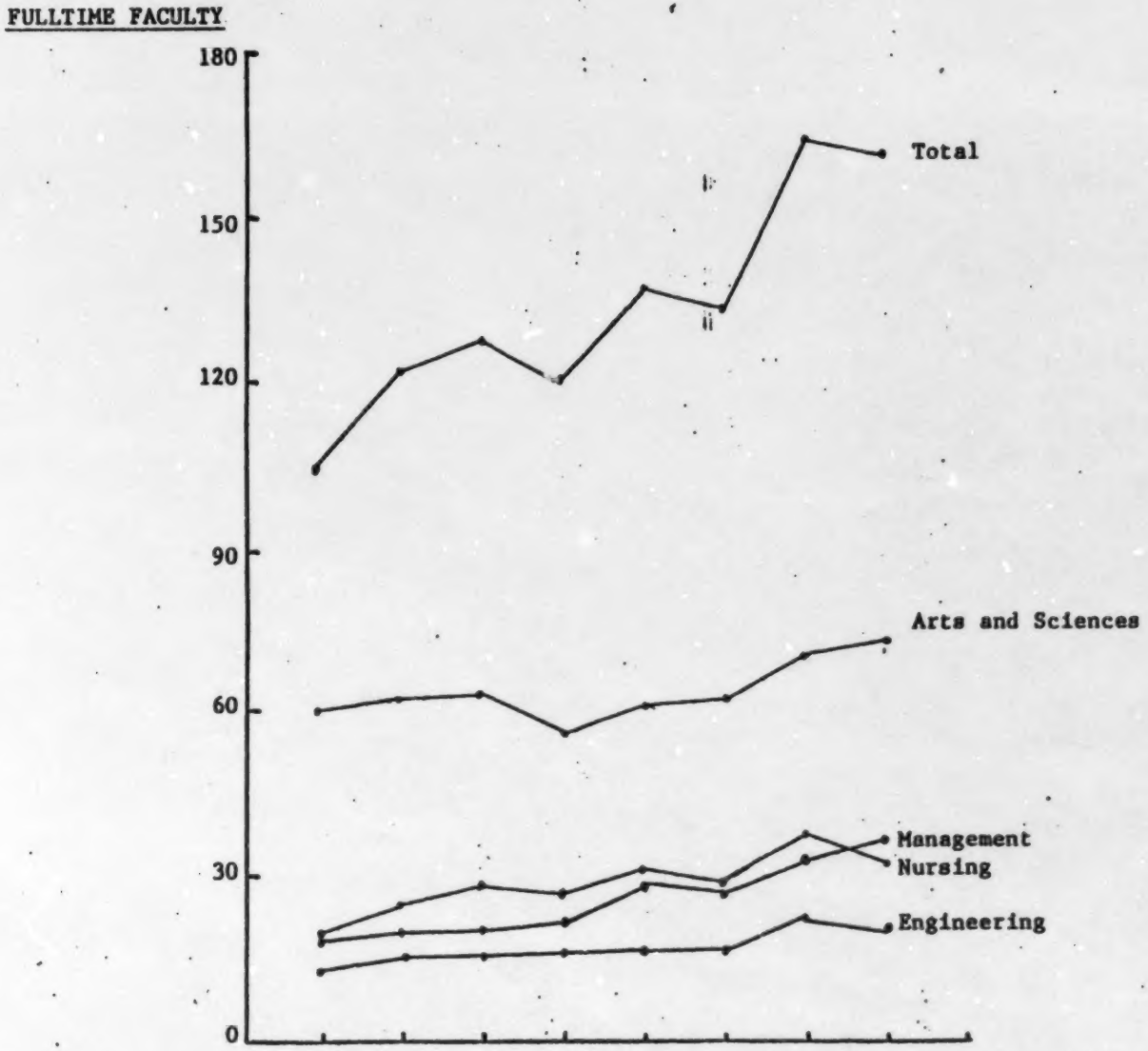
KEY:

School: AS = Arts and Sciences
BC = Brandywine College
E = Education
HRM= Hotel Restaurant Management
M = Management
N = Nursing
UC = University College

Inst. Level
A = Associate degree
B = Bachelor's degree
C = Certificate (minor)
M = Master's degree

Faculty Trends by School, 1975-76 through 1982-83

CHART 4

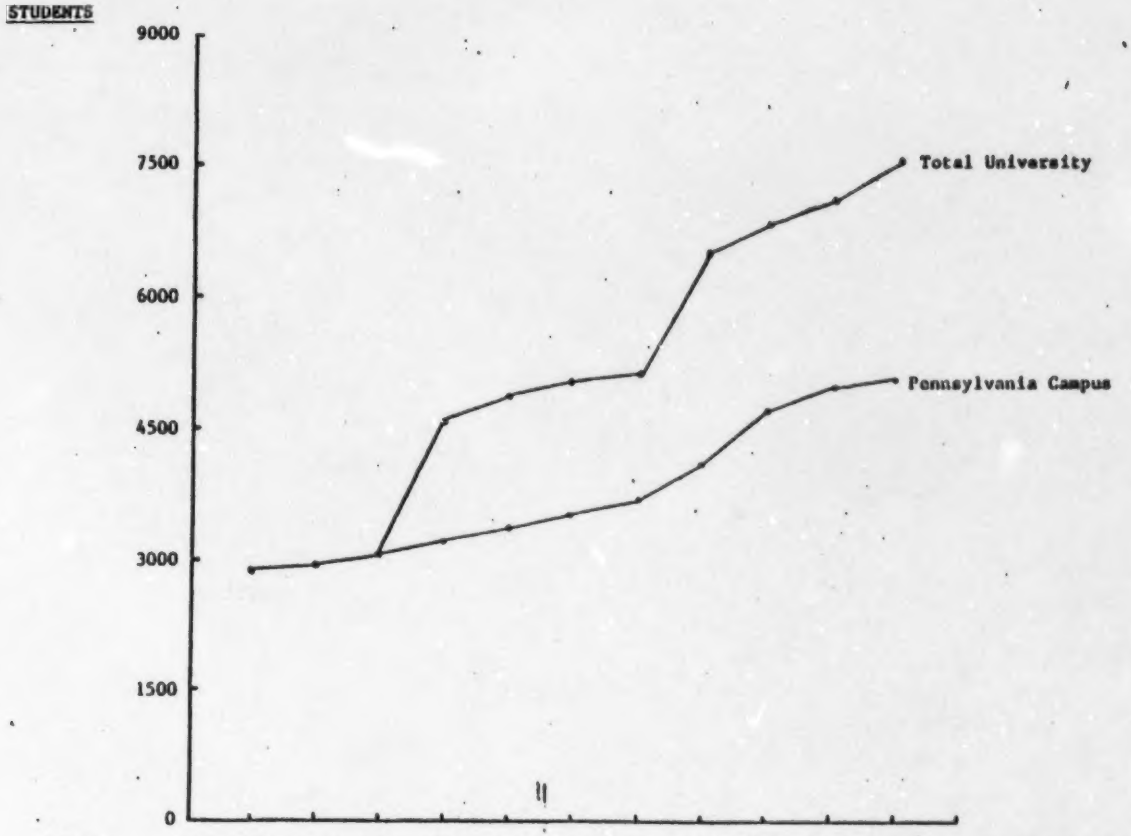


FISCAL YEAR	1975-76	'77	'78	'79	'80	'81	'82	'83
Arts & Sciences	60	62	63	56	61	62	71	74
Engineering	13	15	16	16	16	16	23	20
Management	17	20	20	22	29	2	33	36
Nursing	20	25	28	27	31	29	37	32

Source: Assistant Provost, Pennsylvania Campus Office, Widener University

CHART 5

Widener University Enrollment Trends, 1972-1982

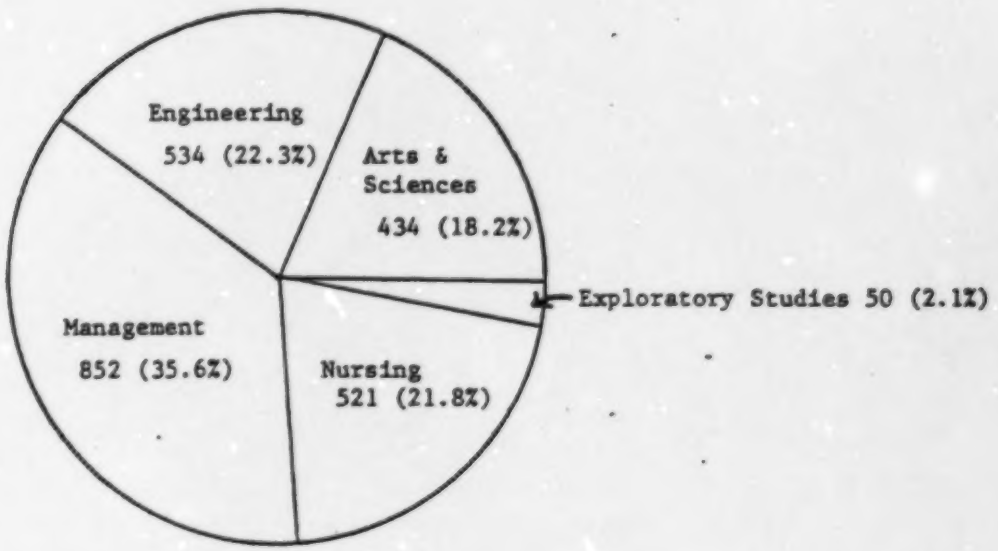


YEAR	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982*
Total Enrollment	2917	2921	3001	4756	4866	5186	5459	6420	6787	7421	7506
Pa. Campus Enroll.	"	"	"	3252	3375	3654	3944	4348	4695	4972	5090

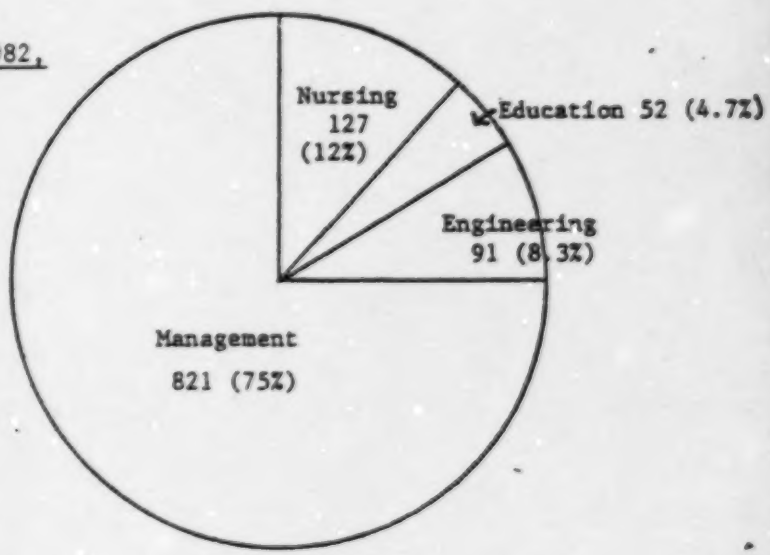
*Fall Semester

Source: President's Report, 1970-80, Widener University
President's Report, 1981-82, Widener University
Registrar's Report, Fall, 1982, Widener University

A. Enrollment by Schools, Fall, 1982, Full-Time, Day Students



B. Enrollment by Programs, Fall, 1982, Graduate Students



Source: Registrar's Report, Fall, 1982, Widener University

WOLFGRAM MEMORIAL LIBRARY

COLLECTION ANALYSIS PROJECT

II. INTERIM REPORT

D. HISTORY OF THE COLLECTION

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APRIL 1983

EDITED FEBRUARY 1984

HISTORY OF THE COLLECTION

There are many factors which have contributed to and influenced the composition and growth of Wolfgram Memorial Library's book and serials collection: the most important are (1) the amount of money available; (2) the changes and growth of the courses and degrees offered; (3) the interests of the faculty, both in personal research and in the development of the library's collection; (4) the fund raising activities of the college/university population, Development Office, academic departments, professional library staff; and (5) resource sharing. Included in this report are graphs, tables, and charts which illustrate in part the collection's composition and growth.

The amount of money allocated by the administration is to some extent influenced by the budget submitted by the library director, but to a larger extent is determined by the economic state of the college/university and the administration's perception of adequate library support. The result of a lower level of support includes not only the obvious, that fewer of the desired materials are purchased, but also influences the composition of the collection in that a higher percentage of volumes added are gifts (see "Additions to the Collection", Figure 1). Clearly those years in which gifts added exceeded volumes purchased were years in which there was less professional or faculty control exercised in developing the collection. The library does not have much control over the type of material that comes in as gifts. While the gift may be the most respectable research material, it may not support a subject area that has priority. The percentage of gifts to purchased volumes since fiscal year 1971-72 has ranged from 29% to 71% of the total volumes added to the collection. With such a large percentage of gifts relative to purchases being added each year, it is easy to see that the collection will contain fewer and fewer priority items in relation to the total volumes. In addition, a small budget creates gaps in a collection and the scholarly materials that were not purchased during the lean years become hard to acquire as they go out of print.

For periodicals subscriptions, most of the major cancellations have come about because of cuts. One such drastic cut was in 1972-73 when all subscriptions costing $40.00 or more annually were marked for possible cancellation; exceptions were made where the library records and observations by the Serials and Reference Librarians showed high use or for which the library had extensive backfiles. Two-thirds or more of the cancellations were in the areas of Science and Engineering.

The spiralling subscriptions prices (see "Periodical Title Cost", Figure 2) have forced us to review all periodical titles, especially the expensive and specialized titles. One trend has been to drop expensive memberships in ALA, PLA and ASME and depend on gifts from the staff. Having access to online databases and union listing information online has led us to cancel the Science Citation Index ($3,200/year) and New Serials Titles.

The changes and growth of the courses and degrees offered also have an obvious effect on the composition of the collection, since our main goal is "to support onging academic programs." (See "Chronology of Additions and Changes to Academic Programs", Figure 3.) With the addition of new programs, it is logical to assume that there would be an increase in book requests for those subject areas. However, this is not always the case. Many times library support is not considered in the developing or support of new programs and many times it is treated as an after-thought. For instance, in 1975-76 when the Human Services program began, there was some money set aside to purchase books, but the academic department did the purchasing and then brought the books to the library. There were many duplications since the library holdings were not checked. Some of the new programs did result in additional funds which were and are administered in part by the library acquisitions department. There were several accounts which began when new programs were implemented. These accounts are titled Restricted Funds because requests for purchases may only be made by certain faculty or administrators who are responsible for the programs. The "Volumes Purchased by Fund" (Figure 4) indicates when and where such funds were available.

In the case of periodicals, there are a few instances where separate funds are available for subscriptions. In the case of Hospital Administration some grant money was available in 1978-79 and 1979-80 to start the collection. It was built by an active faculty member; and by June 1981, we had fifty titles in that field. These subscriptions have to be continued and are reflected in the increase in the periodical budget.

Since the development of new programs in Business and Taxation after 1977, the faculty has been active in developing the library's periodical collection. This is reflected in the new subscriptions added since 1977-78 to date. One classic example is when in 1981, services worth more than $4,000 were not entered by the library but were ordered by one professor through funds available to the Business and Economics Department and housed in the library. This year we are expected to pay for this and funds have to be found from other sources.

A review of the New Subscriptions added for 1977-78 to date, in conjunction with the Chronology of Additions and Changes to the Academic Programs, does show that acquisitions have been more in areas where new programs have been added. After a visit by the Accreditation Team for Early Childhood and Elementary Education in 1981, Education Faculty has filled gaps in that area. The accreditation team for Nursing in 1982, however, found the periodical collection inadequate for the Nursing programs offered.

The third factor involves interests of the faculty. New faculty are hired and in their own specialized areas proceed to request books and periodicals. We have had a few occasions where these faculty came, requested hundreds of titles, and left the University shortly after. Three examples which come to mind are the areas of Human Services, Nursing, and Computer Science. Whether they stay or leave, the effect on the collection is a few subject areas with extensive coverage which may or may not support our primary goal. This factor clearly shows in the statistics though the reason is not obvious just by looking at the charts. In recent years, the increases in science volumes purchased is due to requests from computer science faculty (the major requestor of which has since left). The increases in humanities purchases is due to an enthusiastic faculty member. Two engineering faculty members requested almost everything available in very specialized areas. The question is now, of how much use will these extensive collections be?

Faculty also plays an active role in selecting periodical titles. The Education Department has entered quite a few subscriptions directly and sends them to the library. These are recorded as gifts by the Serials Department, and we have no fiscal control or control in claiming missing issues.

The fourth area of fund raising activities obviously influences the growth of our collection. But for the fiscal years 1974-75 and 1975-76, these funds served only to subsidize the book budget. Without these funds in fiscal year 1975-76, we would have been able to add only 711 new volumes (that does not count continuations and standing orders). With the monies raised from our library carnival and a small government grant, we were able to purchase 1006 volumes. In 1974-75 the difference was 1254 volumes with our regular budget to a total of 1660 with the carnival and government grant monies. In the year 1978-79, we finally had at our disposal a substantial amount of money raised by the development office through the efforts of the College Library Committee chaired by Professor Rosenberg and subsequently by Professor Buck. This money from the

Pew Foundation and the National Endowment for the Humanities totaled over $100,000. In the 1978-79 fiscal year, the difference made by these additional monies more than doubled the number of new volumes purchased -- 970 new volumes purchased from the regular book budget with the endowment money bringing the total to 2551 volumes. In 1979-80, the difference is 504 volumes to 2076 volumes.

What is obvious from the above statistics is that the additional money did not spur years of enormous growth, but it did keep us from falling further behind and helped us to almost keep up with the number of requests coming in.

Resource sharing arrangements have had the greatest impact on the periodicals collection. With the growing cost of subscriptions and the big explosion in the field of publishing, our memberships to TCLC (Tri-State College Cooperative) and CHI (Consortium for Health Information) have been helpful. In 1977-78, TCLC undertook a venture to consolidate the holdings of different area libraries so that small, scattered holdings of different area libraries could be transferred to other libraries, making bigger runs available in one place, filling in some gaps in our holdings.

Some of the faculty members have come, in the case of very expensive and specialized titles, to depend on the resources of the neighborhood libraries, e.g. Swarthmore, West Chester, which hold an extensive run of that title and are easily accessible to us. When new programs are started from scratch, we do not have to order certain expensive and specialized backfiles requested because they are available in other college and university libraries.

A growth in interlibrary loan transactions does reflect the benefits of resource sharing. The ILL usage indicates where there are gaps and when there is frequent use.

Additional factors specifically relating to serials are format and gift subscriptions. A trend in Serials Acquisitions has been to enter Microform subscriptions and get 90% of the backfiles requested on Microforms. There has been an increase from 29 subscriptions on microforms in 1977-78 to 163 in 1982-83. By June 1982, we had 30,309 bound volumes of periodicals and 10,236 volumes of periodicals in microforms. Thus one-fourth of our periodical collection is in microforms.

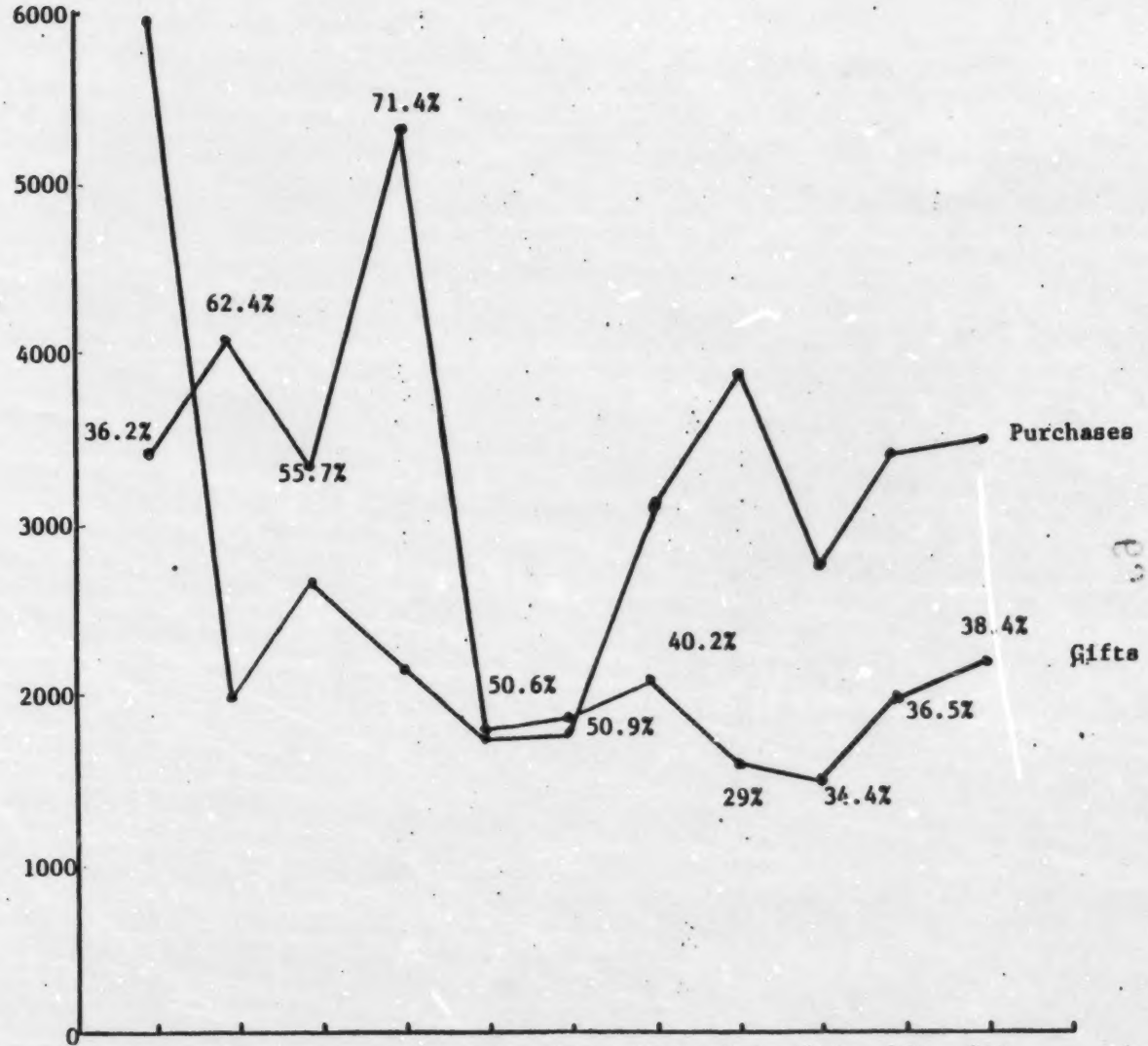
Three types of gifts are identified in the Serials Department. The first is the free publications received regularly; another is gift subscriptions given to the library by a faculty member or a society; and the third is runs of periodicals donated at one time to the library. Most of the closed entries in our list of periodicals indicate additions to the collection of these runs received as gifts.

These are the best candidates for weeding. Over the last 4-5 years we have been more selective in adding these one-time gifts of 3-4 years to our holdings. A look at the Serials Department statistics from 1977-78 show that gift subscriptions have increased from 215 to 233 titles. More and more free subscriptions are now available at cost, but the problem area is of gift subscriptions. It is worth depending on gift subscriptions only when the source is dependable. These have to be closely monitored and subscriptions entered when gaps are identified in receiving them.

All of the previous examples illustrate that our collection has grown in spite of inadequate funds and individual efforts to contribute indiscriminately to the collection. The library staff has appreciated assistance through grants, committees, community effort such as library carnivals, and individual effort by faculty.

ADDITIONS TO THE COLLECTION

VOLUMES



FISCAL YEAR:	1971-72	'73	'74	'75	'76	'77	'78	'79	'80	'81	'82
Vols. Purchased	5949	1972	2631	2117	1721	1761	3092	3874	2712	3415	3470
Vs. Gifts	3375	4081	3301	5295	1762	1 1	2081	1581	1420	1961	2167

Figure 1.

Figure 2.

PERIODICAL TITLE COST

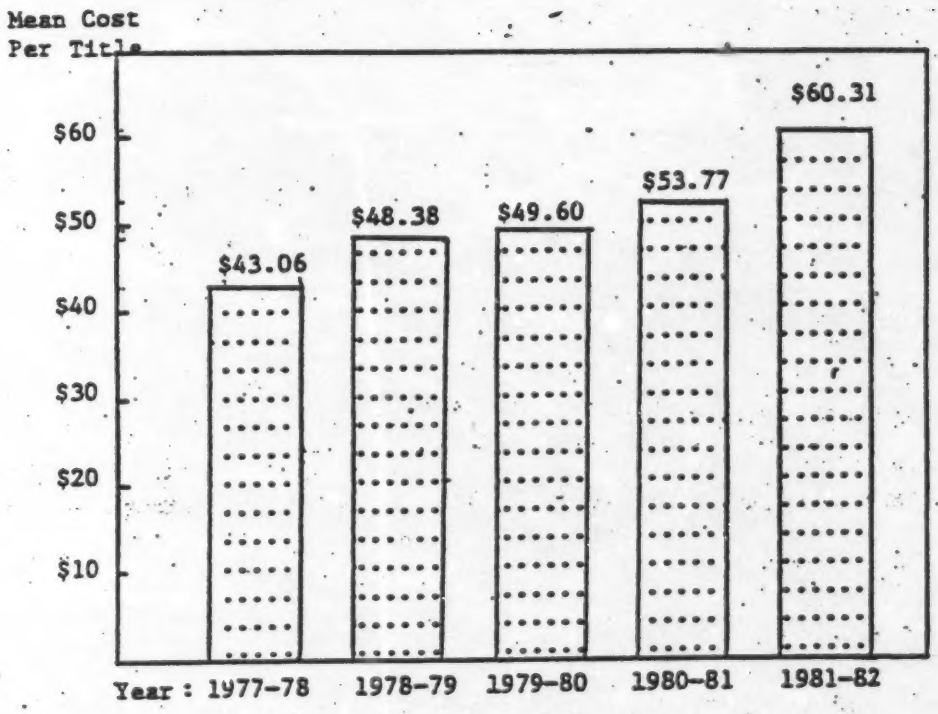


Figure 3.

CHRONOLOGY OF ADDITIONS AND CHANGES TO ACADEMIC PROGRAMS ON THE PENNSYLVANIA CAMPUS

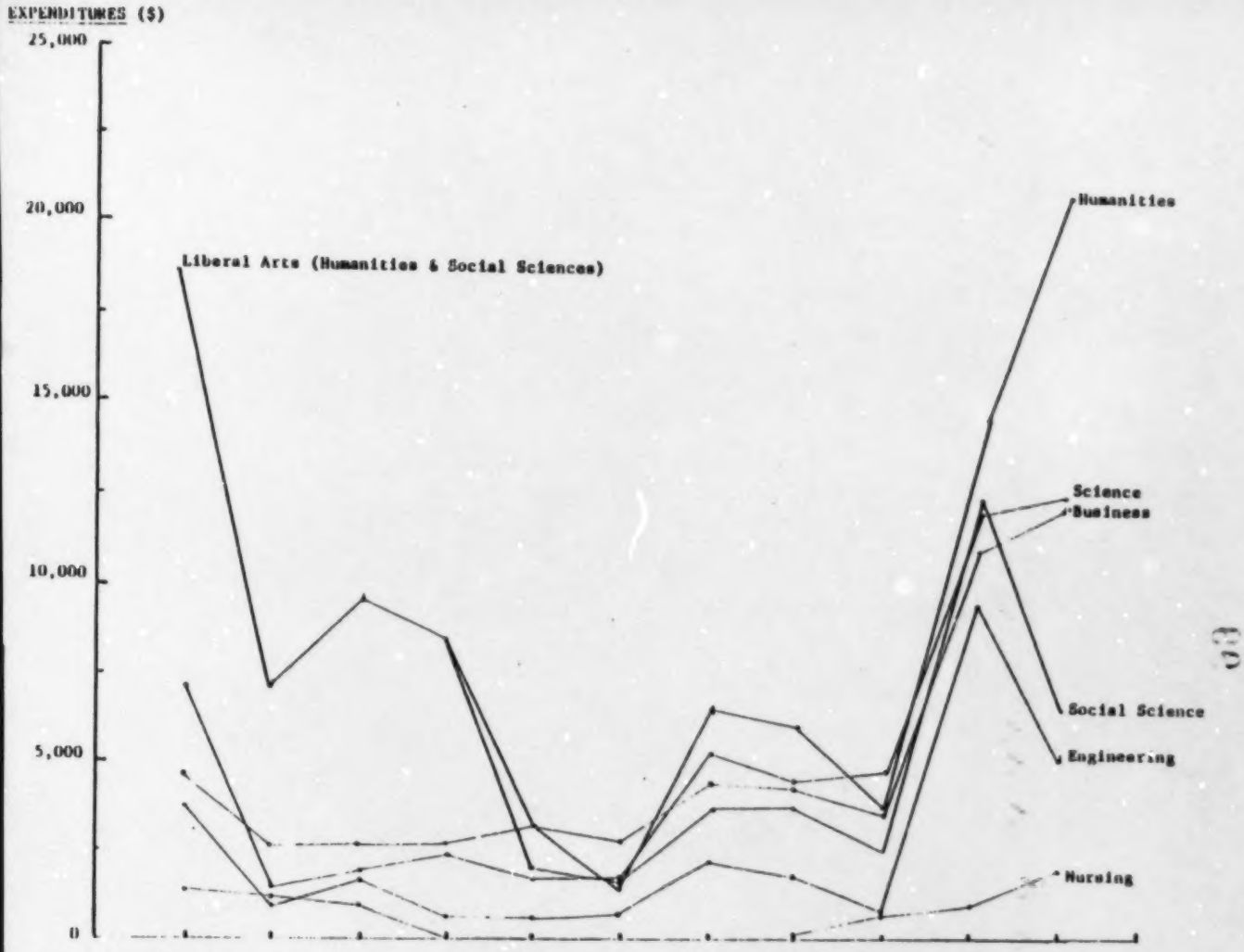
1970-71	College of Nursing of the Crozer Foundation was formally acquired
	Department of Behavioral Sciences began offering new majors in Psychology and Sociology -- undergraduate
	ROTC
1974-75	Implementation of two programs: Paralegal and Widener Way for Women -- undergraduate
	Masters in Business Administration
	Masters of Engineering
	Evening School (Liberal Arts, etc.) -- graduate and undergraduate
1975	Two new undergraduate majors: Social Work and Human Services
	Senior Projects Program
1977	Pre-Law Options -- undergraduate
	Allied Health Science Program -- undergraduate
	Radiologic Technology Major -- undergraduate
	Masters in Hospital Administration
	Masters of Science in Taxation
	Masters of Education
	BS/MD joint with Hahnemann (6-year course)
1977-78	Open Majors -- undergraduate
	Energy Technology Program
1980	University College -- graduate and undergraduate
	Masters of Science in Nursing
1981	Burn, Emergency, and Trauma Nursing Program -- graduate
	Computer Science Major -- undergraduate
	JD/MBA
1981-82	Nursing Service Administration -- graduate
	Engineering Management Program -- graduate
	Dual Masters in Engineering and Business Administration
	Minor in Management Information Systems -- undergraduate
	Certificate Programs: Bilingual Social Work/Community Psychology Personnel Administration Pre-School/Kindergarten--Specialties of Education Department
	Arts Minor -- undergraduate
	Masters in Industrial Management
1982-83	Oncology Nursing Program -- graduate
	Doctor of Nursing Science
	Computer Software Engineering Program -- undergraduate

Figure 4.

VOLUMES PURCHASED BY FUND

		1970/71	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82
REGULAR BUDGET	General (LB)	290	272	335	440	326	359	355	554	367	441	572	443
	Business (BA)	1037	851	359	372	267	290	180	307	217	202	534	608
	Nursing (SCN)		165	155	141					9	51	64	114
	Engineering (EN)	382	320	88	112	49	48	35	101	89	39	310	184
	Science (SC)	1015	609	125	131	125	132	98	281	205	164	451	516
	Humanities (HU)	see liberal arts for							538	514	212	764	1087
	Social Science (SS)	combined totals							354	284	151	861	338
	Military (MIL)	115	157	54	32	25	24	23	46	20	16	16	
	Moss (MOSS)	18	101	26	37	17	9	5	25	15	11	11	
	Liberal Arts (LA)	5189	2327	844	1268	851	606	344					
RESTRICTED FUNDS	Nursing					119	43	94	113	160	63	223	46
	Human Services						13	13	11	26			
	Health Admin.							2	130	13			68
	Curriculum								29	299			
GRANTS & ENDOWMENTS	General				2	2	5	125	70	196	132		
	Business				3	40	28	97	78	172	159		
	Nursing				1	20					61		
	Engineering				1	3	9	32	38	127	126		
	Science				11	14	4	82	61	165	128		
	Humanities				270	223	205	221	432	644	501		
	Social Science									230	400		
	Military					2	4	19	70	12	42		
	Moss					8		7	11	35	23		
	Wolfgram	164	309	105	67	41	64	63	71	109	62	69	139

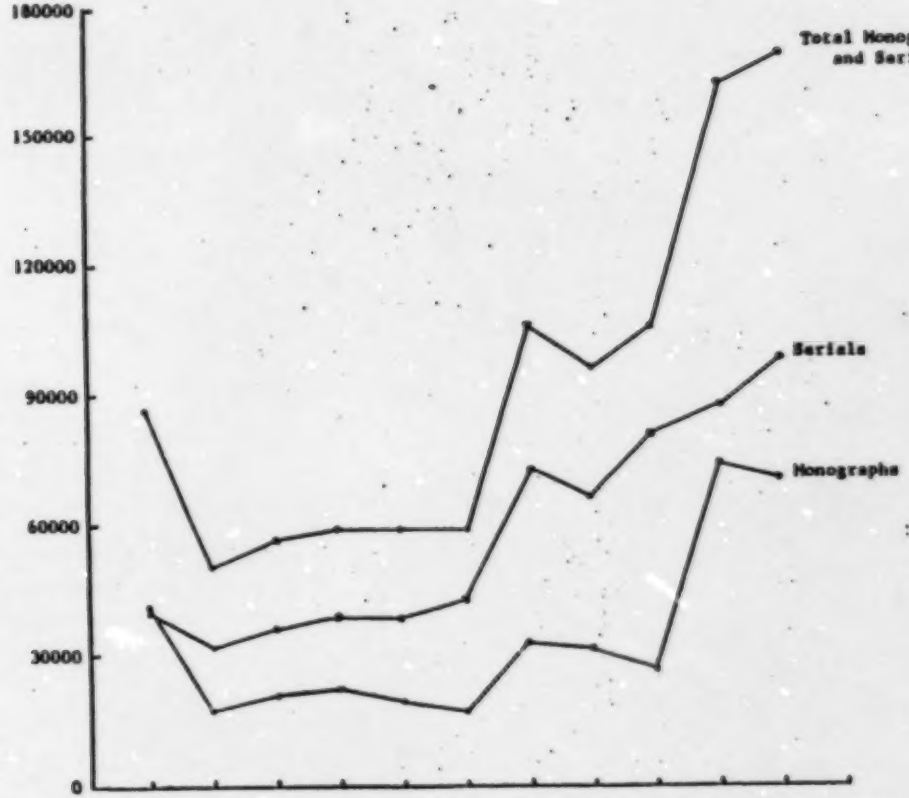
APPENDIX



FISCAL YEAR	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Business	$ 4,755	$ 2,513	$ 2,603	$ 2,632	$ 3,150	$ 2,553	$ 4,300	$ 4,204	$ 3,390	$10,902	$12,129
Eng'ing	4,176	944	1,553	692	553	638	2,061	1,710	747	9,364	4,917
Human'ities	18,928*	7,002*	9,587*	8,358*	3,017	1,482	6,471	5,923	3,422	13,849	20,789
Nursing	1,258	1,226	814	--	--	--	--	73	675	932	1,853
Science	7,019	1,328	1,837	1,866	2,249	1,611	5,057	4,249	4,584	11,800	12,726
Soc.Sci.	--	--	--	--	1,893	1,561	3,583	3,376	2,345	12,064	6,237

*Includes social sciences purchases

BUDGET 8



FISCAL YEAR	1971-72	'73	'74	'75	'76	'77	'78	'79	'80	'81	'82
Monographs	40674	17104	20103	20524	19956	16442	33981	30819	25221	75559	70118
Serials	39415	31995	35208	39439	39320	42830	72031	65320	80361	88599	99727